



**IMPROVING STUDENTS' READING COMPREHENSION OF THE  
ELEVENTH GRADE OF LANGUAGE PROGRAM OF MAN BAWU  
JEPARA IN THE ACADEMIC YEAR 2012/2013 BY USING  
ANNOTATING TEXT STRATEGY**

**By  
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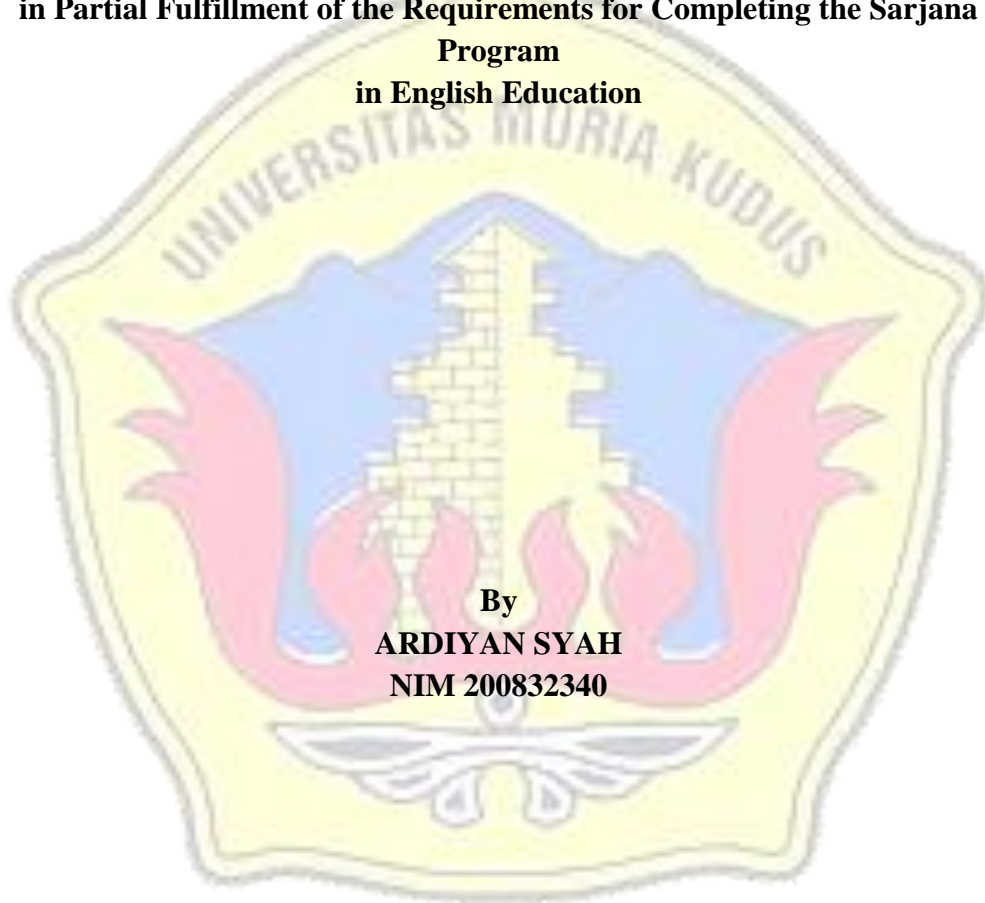
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
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**SKRIPSI**

**Presented to the Muria Kudus University  
in Partial Fulfillment of the Requirements for Completing the Sarjana  
Program  
in English Education**




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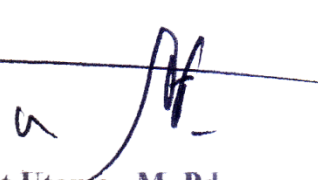


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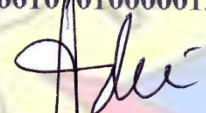
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Kudus, October 11<sup>th</sup>, 2013


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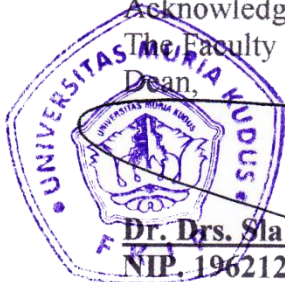
  
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## MOTTO AND DEDICATION

### MOTTO

- ❖ NO THING IMPOSIBLE
- ❖ DESTINATION AND LOYALTY MUST WE HOLD, BUT  
THE IMPORTANT THING IS YOUR DETERMINATION,



### DEDICATION

**This skripsi is dedicated to:**

- Allah SWT the almighty
- His beloved Mother and Father
- His beloved sisters
- His beloved lectures
- All of his best friends (TOEFLIAR

family and the others) who always  
support him.

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8. The writer’s beloved parents: Khozin, and Sri Munayati for their eternal love and affection, pray and support to encourage him in finishing this skripsi
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Finally, the writer would be happy to receive any constructive criticism and suggestion from the readers. So, it will be useful for him for further research and study and all of the readers.





## ABSTRACT

Syah,Ardiyan. 2013. *“Improving Students’ Reading Comprehension of the Eleventh Grade of Language Program of MAN Bawu Jepara in the Academic Year 2012/2013 by Using Annotating Text Strategy.”* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Nuraeningsih, S.Pd, M,Pd.(ii) Agung Dwi Nurcahyo, SS, M.Pd.

**Key words:** Reading Comprehension, Annotating Text Strategy, Classroom Action Research.

In Indonesia, English was a selection of a foreign language to serve Indonesians for international communication since the early period of Indonesia’s independence onwards. Indonesians must be prepared in good skill of communication and knowledge. Only by having good reading skill, they will become effectively person to compete in 21<sup>st</sup> century. Reading is also as an important skill to improve their overall capacity for life-long learning and whole-person development. Since it is urgent, Indonesian’s students must have good capability in reading comprehension. Unfortunately, they are not indicated have good capability in reading comprehension. It also happened to students of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013. As result, they must be prepared with good strategy of learning to improve their capability of reading comprehension.

Based of the problem above, the objectives of this research are (i) to find out whether Annotating Text strategy is effective to improve the students’ reading comprehension of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013, (ii) to find out the strengths and weaknesses of using Annotating Text strategy in improving the students’ reading comprehension of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013.

To achieve the objectives of the research, the writer conducted a classroom action research. It was held at MAN Bawu Jepara started from April until May 2013. By conducting two cycles, it was found that Annotating Text strategy is effective to improve the students’ reading comprehension. The difference of these cycles was on the way to bring Annotating Text strategy in the class. The writer used field note, observation sheet, and some test to monitor the process and the students’ improvement. To analyze these data, the writer used a descriptive qualitative and a simple quantitative measurement.

The finding of the research reveals that Annotating Text strategy is effective to improve the students' reading comprehension of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013. The data showed that in the first cycle was 40% students fulfilled the minimum passing grade criterion ( $> 72$ ) and the average score in cycle 1 was 71,48. Then in the second cycle, there were 94, 285% students of whole language program class fulfilled the minimum passing grade criterion ( $\geq 72$ ). The average score was 78, 857 which the total scores was 2760. Furthermore, from the analyzing the questionnaire showed that Annotating Text strategy was effective to improve the students' reading comprehension. It was found also some strengths and it also was found the weaknesses.

Due to the fact above, it is suggested to the English teacher to consider about using Annotating Text strategy in the teaching learning process. It caused Annotating Text strategy is as an effective alternative strategy to trigger the students' comprehension of the text especially English text.



## ABSTRAK

Syah,Ardiyan. 2013. “*Meningkakan Pemahaman Membaca Siswa dari Kelas Sebelas Bahasa dari MAN Bawu Jepara pada Tahun Ajaran 2012/2013 Menggunakan Annotating Text Strategy.*” Skripsi Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Nuraeningsih, S.Pd, M.Pd.(ii) Agung Dwi Nurcahyo, SS, M.Pd.

**Kata kunci:** Pemahaman Membaca, *Annotating Text Strategy*, Penelitian Tindakan kelas.

Di Indonesia, bahasa inggris adalah bahasa asing yang telah menjadi pilihan untuk berkomunikasi secara internasional sejak masa kemerdekaannya. Sehingga, masyarakat Indonesia harus dibekali dengan pengetahuan dan kemampuan berkomunikasi yang baik. Dan hanya dengan memiliki kemampuan membaca yang baik mereka akan menjadi orang yang mampu bersaing di abad ke-21 secara efektif. Membaca juga berperan penting untuk meningkatkan seluruh kapasitasnya untuk pembelajaran sepanjang hayat dan pengembangan pengetahuan. Mengingat pentingnya itu, maka siswa Indonesia harus mempunyai kecakapan yang baik dalam memahami bacaan. Sayangnya. Siswa Indonesia diindikasikan tidak mempunyai kecakapan yang baik untuk memahami bacaan.. Sebagai contoh apa yang terjadi pada siswa kelas XI MAN Bawu Jepara., Kecakapan mereka dalam memahami bacaan tergolong rendah. Oleh karena itu, mereka harus dibekali dengan strategi pembelajaran yang baik untuk meningkatkan kecakapan mereka dalam memahami bacaan.

Berdasarkan permasalahan diatas, maka tujuan dari penelitian ini adalah (i) untuk mengetahui bahwa *Annotating Text strategy* adalah efektif untuk meningkatkan pemahaman membaca siswa XI MAN Bawu Jepara pada tahun ajaran 2012/2013, (ii) untuk mengetahui beberapa kelebihan dan kekurangan dari penggunaan *Annotating Text strategy* untuk meningkatkan pemahaman membaca siswa XI MAN Bawu Jepara pada tahun ajaran 2012/2013.

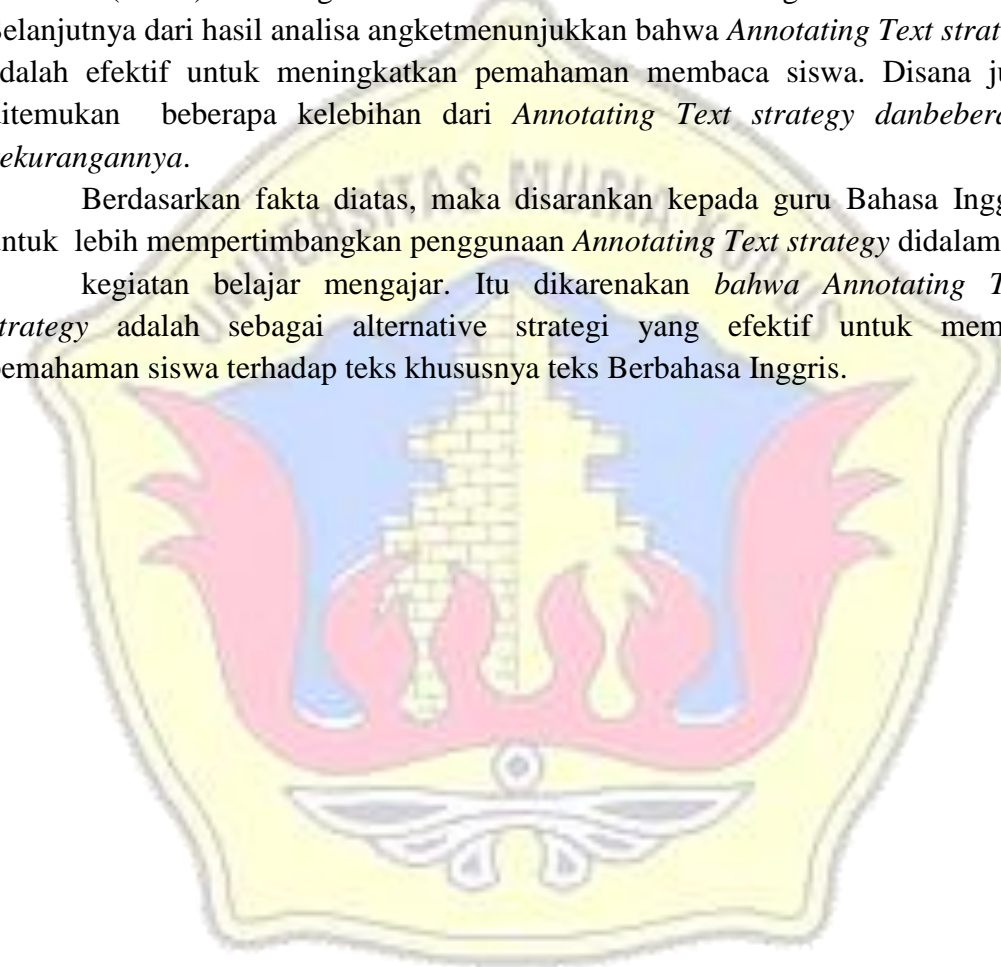
Untuk meraih tujuan tersebut, penulis melakukan penelitian tindakan kelas. Penelitian ini diselenggarakan di MAN Bawu Jepara mulai pada bulan April hingga mei 2013. Dengan melaksanakan dua siklus telah diketahui bahwa *Annotating Text strategy* adalah efektif untuk meningkatkan pemahaman membaca siswa. Perbedaan dari kedua siklus tersebut adalah pada cara membawakan *Annotating Text strategy* di dalam kelas. Penulis menggunakan catatan lapangan, lembar observasi kegiatan- kegiatan, dan beberapa test untuk

memantau proses dan perkembangan siswa. Untuk menganalisa data tersebut, penulis menggunakan penghitungan kuantitatif dan kualitatif yang sederhana.

Hasil penelitian ini menyatakan bahwa *Annotating Text strategy* adalah efektif untuk meningkatkan pemahaman membaca siswa XI MAN Bawu Jepara pada tahun ajaran 2012/2013. Pada siklus yang pertama, data menunjukkan bahwa 40% siswa telah memenuhi kriteria ketuntasan minimum (KKM) dan dengan nilai rata-rata 71,48. Kemudian di siklus yang kedua, 94, 285% siswa dari keseluruhan siswa kelas jurusan bahasa telah memenuhi kriteria ketuntasan minimum (KKM) dan dengan nilai rata-rata siswa 78.857 dengan total nilai 2760. Selanjutnya dari hasil analisa angket menunjukkan bahwa *Annotating Text strategy* adalah efektif untuk meningkatkan pemahaman membaca siswa. Disana juga ditemukan beberapa kelebihan dari *Annotating Text strategy* dan beberapa kekurangannya.

Berdasarkan fakta diatas, maka disarankan kepada guru Bahasa Inggris untuk lebih mempertimbangkan penggunaan *Annotating Text strategy* didalam

kegiatan belajar mengajar. Itu dikarenakan bahwa *Annotating Text strategy* adalah sebagai alternative strategi yang efektif untuk memicu pemahaman siswa terhadap teks khususnya teks Berbahasa Inggris.





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